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ABSTRACT

In 1985-86, the Bilingual Education and Career Awareness (BECA) Program at Adlai Stevenson High School (Bronx, New York) completed the final year of a three-year funding cycle. The program offered a bilingual academic and industrial arts/vocational education program to 250 Hispanic students of limited English proficiency (LEP) in grades 9-12. The program's main goals were to increase students' English and Spanish proficiency, to help them meet high school graduation requirements, and to sharpen their vocational goals. Title VII provided funds for administrative and support services staff; other personnel, including the project director and classroom teachers, were funded through other means. In addition to regular academic and language classes, Project BECA provided student support services (including individual and group guidance sessions) and conducted successful staff development and parent participation activities. In general, Project BECA achieved its primary academic and career awareness goals and is effectively integrated with the school's activities. Most instructional goals were met (the achievement scores of program participants were high) and students met proposed objectives in attendance and dropout reduction. This report includes recommendations for a new program, and appendices which provide supplementary data on staff, students, and course offerings, a student publication, and an outline of a bilingual course in recordkeeping. (KH)

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ADLAI E. STEVENSON HIGH SCHOOL

BILINGUAL EDUCATION AND CAREER AWARENESS PROGRAM

1985-1986

OEA Evaluation Report

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O.E.A. Evaluation Section Report

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Grant Number: G00-830-2767

ADLAI E. STEVENSON HIGH SCHOOL

Principal: Edward Hom

BILINGUAL EDUCATION AND CAREER AWARENESS PROGRAM

Project Director:
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1985-1986

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A SUMMARY OF THE REPORT

In 1985-86, the Bilingual Education and Career Awareness (BECA) Program completed the final year of its three-year funding cycle. The program offered a bilingual academic and industrial arts program to 250 Hispanic students of limited English proficiency (LEP) in grades nine through twelve. All program students spoke Spanish at home. The students' English language proficiency and native language ability varied.

The program's main goals were to increase students' English and Spanish proficiency, to help them meet high school graduation requirements, and to sharpen their vocational goals.

Title VII provided funds for administrative and support services staff. Non-Title VII personnel assigned to the program consisted of 23 classroom teachers and three educational assistants. During the three years of Project BECA's existence, there have been three project directors. The program's objectives have evolved to include the utilization of paraprofessionals in vocational subject areas, i.e., business education, industrial and graphic arts, and computer literacy. The services offered by the guidance counselor contribute to a substantial proportion of the career awareness training component.

Project BECA was designed as a transitional program with emphasis on developing English- and Spanish-language skills. The program offered 18 English as a second language (E.S.L.) classes, 15 Spanish-language courses, and four courses in Hispanic culture, literature, writing, and Spanish history.

The program's E.S.L. curriculum offered full-year elementary-, intermediate-, and advanced-level courses, and a one-semester transitional course. The program also offered full-year elementary-, intermediate-, and advanced-level courses in English reading. The Spanish-language arts curriculum offered three full-year levels of Spanish for native speakers and four one-semester enrichment courses for advanced students. In the past year, vocational courses such as graphic arts, carpentry, and auto mechanics had high enrollments. Graphic arts, which was given in conjunction with the Spanish-language creative writing course, was a particular success. Major problems developed in the auto mechanics course because of the need to program a double period, a shortage of engines for hands-on experience, and the lack of a Spanish-language textbook. The resource instructor is making a concerted effort to locate a textbook. One computer literacy course was offered during regular school hours, and two more courses (programming and word processing) were offered after school.

Support services consisted of individual and group sessions on school orientation, personal development, career awareness, and personal problems. Students indicated that the bilingual guidance counselor understood their needs better and gave more appropriate and better-informed advice than

mainstream counselors. On-site staff development activities included departmental meetings and training sessions in team building, goals clarification, and computer training. Off-site activities consisted of attendance at workshops, conferences, and university courses. Parents were members of the advisory committee and participated in some activities with students and staff. Parental participation was the least successful component of the BECA program.

The resource curriculum teacher developed a year-long course in bilingual recordkeeping. Most important, BECA appeared to be working hard at infusing English into the bilingual content areas in meaningful and systematic ways. In two of four randomly selected classroom observations in bilingual content areas, approximately 45 percent of the teaching time was in English. Even in ninth-grade math, whose students were very recent immigrants (i.e., within the past year), English was used 10 percent of the time. This strong emphasis on reinforcing learning acquired in E.S.L. classes in the content-area courses was the result of the commitment of the assistant principal of foreign languages to a transitional program and of the active cooperation of the BECA program director and teaching staff.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test); growth in the native language (Interamerican Series, La Prueba de Lectura); Spanish bilingual industrial arts classes and bilingual business education classes (teacher-made tests); and attendance, suspension, and dropout rates (school and program records). Quantitative analysis of student achievement data indicates that:

-- Students tested with all levels of the CREST in both the fall and spring mastered, on the average, at least one CREST skill per month of instruction, thus meeting the proposed criterion.

-- Students' scores decreased significantly on La Prueba de Lectura from pretest to posttest due partly to unfavorable testing conditions during the administration of the posttest.

-- Overall, the passing rates of program students in subject and language areas were above 70 percent, thus meeting the program objective.

-- Program students' passing rates in business courses were higher than those of mainstream students, thus meeting the program objective.

-- The program students' passing rates in industrial arts courses were not significantly different from those of mainstream students, thus meeting the program objective.

-- Program students had an attendance rate significantly higher than mainstream students, thus meeting the program objective.

-- The difference between the suspension rate of program and mainstream students was not statistically significant; thus, the program objective was not met.

-- The difference between the dropout rate of program and mainstream students was statistically significant, thus meeting the program objective.

The following recommendations might enhance future programs serving a similar population:

-- If funding permits, a family assistant and a school aide might be hired to assume the following responsibilities:
   a) improve attendance rates directly through greater truancy follow up, and indirectly through greater parental involvement;
   b) alleviate paperwork, thereby enabling the curriculum resource specialist (and the paraprofessional who helps him) to devote more time to developing workshops, curricula, and the like; and
   c) maintain detailed records on students while they are in the bilingual program and after they are mainstreamed.

-- With the implementation of the new Regents Action Plan, Stevenson's bilingual program may have to revise its course of study so that three- and five-year sequences can be offered, especially in Regents math. This would involve the continued on-site training of the present math teacher or the recruitment of a licensed one.

-- The curriculum resource teacher should determine whether a Spanish language auto mechanics textbook exists, and, if so, should acquire an examination copy.

-- If funding permits, the school is encouraged to obtain more computers to increase students' access to the machines. In addition, better physical arrangement of the machines is recommended in classrooms.

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BILINGUAL EDUCATION AND CAREER AWARENESS PROGRAM

AT

ADLAI E. STEVENSON HIGH SCHOOL

Location:	1980 Lafayette Avenue Bronx, New York 10473
Year of Operation:	1985-86, Third Year of Title VII Funding
Languages of Instruction:	English and Spanish
Number of Participants:	215 Students, Fall Term 248 Students, Spring Term
Principal:	Edward Hom
Project Supervisor/Assistant Principal, Foreign Languages Department:	Irving Pfeffer
Program Director:	Maria Soto

I. OVERVIEW

The Bilingual Education and Career Awareness (BECA) Program at Adlai E. Stevenson High School in the Bronx is an academic program with a business-technology (industrial arts) emphasis. It is the fourth bilingual project sponsored by the high school since its opening in 1970. The earliest efforts included English as a second language (E.S.L.) classes and some subject-area classes taught bilingually. Two subsequent bilingual programs were conducted in 1977-80 and 1980-83. The BECA program was approved for a three-year funding cycle, from 1983 to 1986. This was its final year.

The program served 215 Hispanic limited English proficient (LEP) students in the fall term and 248 LEP students in the spring. Its three main goals were to raise the students' English- and Spanish-language

proficiency; to develop career awareness and foster appropriate vocational goals; and to help students meet the requirements for high school graduation.

Adlai E. Stevenson is one of the largest high schools in the city. Since its construction, the school has drawn its population from the Soundview and Hunts Point sections of the Bronx. Both are economically deprived areas of the city. However, since 1985, Stevenson has been designated as a specialized school for the performing arts. Therefore, out-of-zone students may now attend.

Since BECA began it has had three directors. During this time, its objectives evolved to encompass curriculum development and the use of paraprofessionals to teach vocational subjects, i.e., business education, industrial and graphic arts, and computer literacy. As part of the program's vocational emphasis, the guidance counselor spent a great deal of time on career awareness training.

The Title VII support services were reserved for LEP students who had recently immigrated to the United States. BECA offered a range of E.S.L. courses: five beginning, two intermediate, two advanced, and two transitional courses, as well as seven reading courses. In the spring of 1986, four levels (15 classes) of Spanish language arts were offered, along with one Spanish-language course in Caribbean studies, Puerto Rican studies, and creative writing, respectively. Five science, three world history, three American studies, one civics, and six mathematics courses were also offered in the spring. Vocational courses included jewelry making, introduction to graphic arts, clothing, auto mechanics, computer literacy, and two typing courses. Except for one typing course, all the vocational courses were

taught by a teacher, aided by a paraprofessional using a program-developed curriculum and/or a standard textbook. Instruction takes place according to New York State Department of Education and New York City Board of Education guidelines.

II. PROGRAM CONTEXT

Adlai E. Stevenson High School, which houses the BECA program, is in a lower middle-class residential area of the Bronx, between the Castle Hill and the Soundview areas. The school is surrounded by one- and two-family privately-owned houses. Several middle-income cooperative high-rise apartment buildings and a low-income public housing project are nearby.

The school's total student population is 4,749; the Hispanic population numbers 2,781 or 59 percent of the total (Table 1), thus, most of Stevenson's students speak Spanish at home. Of the Spanish speakers, 333, or 12 percent are classified as LEP (Table 2).

TABLE 1

Ethnic Composition of Adlai E. Stevenson Students

Ethnicity/Race	Number	Percent
Hispanic	2,781	59.0
Black	1,851	39.0
White	72	1.5
Asian/Pacific Islander	45	.5
TOTAL REGISTER	4,749	100

- Almost 60 percent of the students in the school are Hispanic.
- Black students form the next largest group -- 39 percent.

TABLE 2

Home Languages of Adlai E. Stevenson Students

Language	Number of Students	Number LEP	Percent LEP
Spanish	2,781	333	12
English	1,898	---	--
Chinese	45	5	11
Haitian Creole	20	1	5
Other	5	5	100
TOTAL REGISTER	4,749	344	7

- Seven percent of the school population are classified as LEP; the overwhelming majority of these are Spanish speakers.
- Twelve percent of the Spanish-speaking students are classified as LEP (333 students).

III. PROGRAM STAFF AND FACULTY

The program director, who is supervised by the assistant principal (A.P.) for foreign languages, supervises Title VII staff members, including a curriculum/resource teacher-translator, a bilingual guidance counselor, a paraprofessional, and a secretary. Non-Title VII personnel included 22 teachers and three educational assistants who are supervised by their respective department heads. Two of the positions for paraprofessionals were paid out of New York State Pupils with Special Educational Needs (P.S.E.N.) funds, and one by Chapter I funds. Figure 1 illustrates the organization of the BECA program.

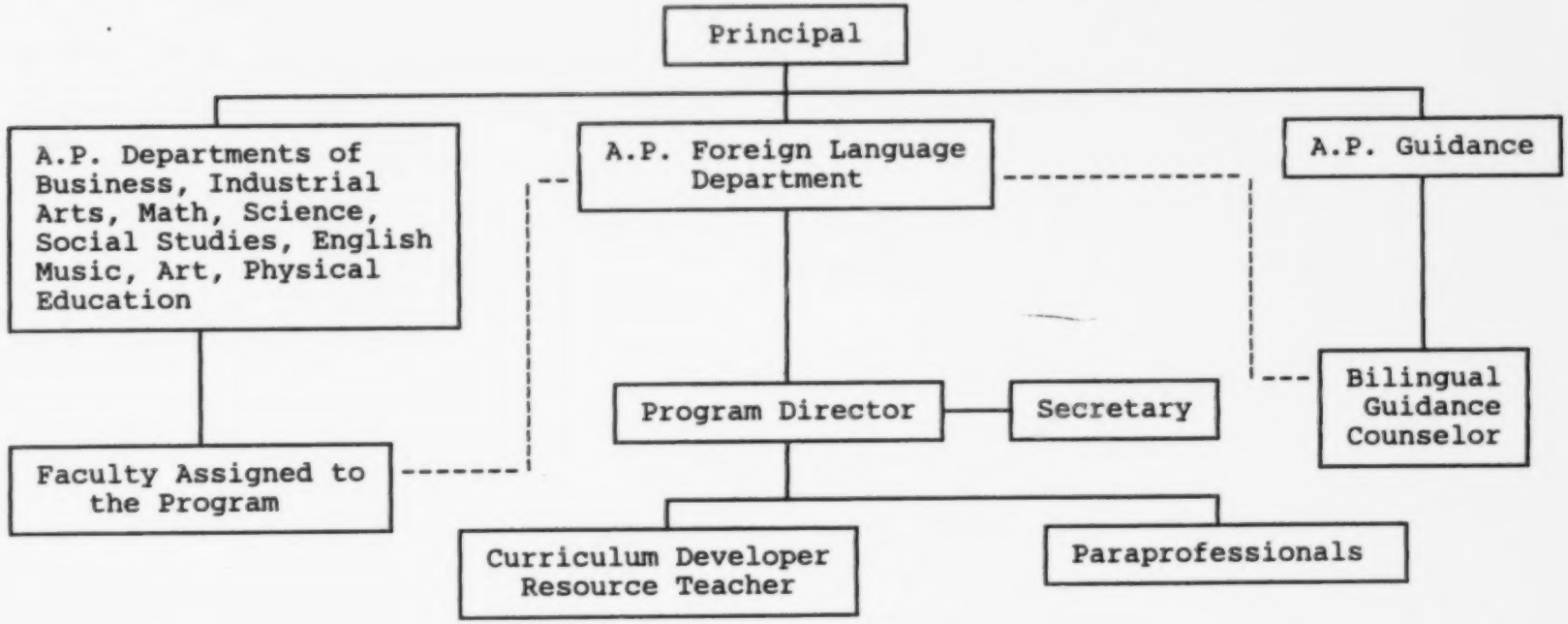
Faculty members assigned to the program were bilingual, with the exception of the business/technology teachers who were certified and experienced in their subject areas. The bilingual paraprofessionals were experienced, and were pursuing degrees in education. All members of the teaching staff were certified in the subjects they taught except for one E.S.L. teacher and one math teacher. The out-of-license math teacher received in-house training. Appendix A presents the characteristics of the program's staff.

The staff members believed that this structure worked well because it permitted a high level of professional interaction between program teachers and supervisors in their respective disciplines. The program director, whose responsibilities include policy implementation and staff supervision, has developed a close working relationship with the staff. The director is also responsible for fiscal management. The principal states that he oversees the work of the BECA program, assures the accuracy of assessments

and recordkeeping, and ultimately is responsible for mainstreaming students when they achieve proficiency in English.

FIGURE 1

Program Organization Within The School



_____ Direct supervision

---------- Communication and collaboration

IV. STUDENT CHARACTERISTICS

The BECA program served a total of 250 Hispanic LEP students (215 in the fall and 248 students in the spring). Most program students, like other students at Adlai E. Stevenson, lived in the South Bronx and came from poor families. The school's free lunch program served 35 percent of the student population; the percentage of program students was even larger. Many students worked part-time. Of the total number of students registered in the school, 35 percent were at or above grade level in reading, and 24 percent were at or above grade level in math.

The program's criteria for entry were a score below the twenty-first percentile on the English part of the Language Assessment Battery (LAB), the recommendations of the program staff, and the consent of the student and her/his parents. The English-language proficiency of program students ranged from nil to advanced E.S.L. placement. Spanish-language proficiency also varied.

Although the students came from several Latin American countries, most were from Puerto Rico. Originally, the Hispanic population was overwhelmingly Puerto Rican. In recent years, students from the Dominican Republic and Central and South America have become more highly represented.

Students' length of residence in the United States varied. However, most (65 percent) were recent immigrants with no more than two years of education in the United States. Fifty percent of the students were new to the program, whereas 25 percent had participated for two years or more.

The majority of BECA students were in the ninth and tenth grades (see Table 3). Only 10 percent of the students were twelfth graders. Twenty percent of the program students who had less than two years of education in

the United States were placed at a lower grade level than their prior education would suggest, as were 26 percent of the program students who had attended American schools for three or more years. The proportion of overage students in the program ranged from 39 percent in grade twelve to 65 percent in grade nine. Tables 4 and 5 present program students' countries of birth and age and grade placement.

TABLE 3

Number and Percent of Program Students by Grade

Grade	Number	Percent
9	79	32.5
10	74	30.5
11	65	26.7
12	25	10.3
TOTAL	243*	100.0

*Data were missing for seven students.

- Sixty-three percent of the students were in the ninth and tenth grades.
- Only 10 percent of the students were twelfth graders.

TABLE 4

Number and Percent of Program Students
by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	106	43.3
Dominican Republic	65	26.5
United States	25	10.2
Ecuador	23	9.4
Central and South America (country unspecified)	20	8.2
Unknown	6	2.4
TOTAL	245*	100.0

*Data were missing for five students.

- Forty-three percent of the students were born in Puerto Rico.
- Twenty-five students were Spanish speakers born in the United States.

TABLE 5

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1	2	0	0	3
14	11	1	0	0	12
15	16	14	0	0	30
16	20	19	12	1	52
17	20	27	26	6	79
18	9	6	17	9	41
19	3	3	9	7	22
20	0	1	2	3	6
21	0	1	0	0	1
TOTAL	80	74	66	26	246*
Overage Students					
Number	52	38	28	10	128
Percent	65	51	42	39	52

Note: Shaded boxes indicate expected age range for grade.

*Data were missing for four students.

- Fifty-two percent of the program students were overage for their grade placement.
- Grade twelve had the lowest percentage (39 percent) of overage students, whereas grade nine had the highest (65 percent).

V. FINDINGS

The evaluation findings are presented by program objectives. They include the results of student performance in courses and tests, a review of program materials and records, interviews with relevant personnel, and classroom observations.

ENGLISH LANGUAGE OBJECTIVES

-- As a result of E.S.L. instruction, students in E.S.L. classes will master an average of one CREST objective per 20 days of instruction.

The E.S.L. curriculum has two tracks: a grammar and writing track, and a reading track. Both tracks had beginning, intermediate, and advanced levels. The grammar track also has a transitional level, but it is not formally part of the BECA program; it is a course for mainstream students classified as dually limited in their native language and in English. In the grammar track, the beginning and intermediate levels meet for two periods a day; the other levels meet for one period a day. In the reading track, all classes meet for one period a day.

E.S.L. placement is made on the basis of LAB results, teacher interviews, and information from feeder schools when available.

Six teachers were assigned to the E.S.L. component, five certified in E.S.L. and one not certified. Three of these teachers also taught native language arts (N.L.A.) in the program.

Appendix B lists the E.S.L. courses taught during this academic year.

Student Achievement in E.S.L.

The assessment instrument used to evaluate this objective was the Criterion Referenced English Syntax Test* (CREST). The CREST was administered at the beginning and end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 6 presents the test results for students who were pretested and posttested with the same level. Complete data (levels, pretest score, and posttest score) were available for 157 students in the fall and 134 students in the spring.

Examination of Table 6 reveals that students tested at all CREST levels mastered an average of at least one CREST objective per month of instruction. Thus the objective was met.

*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City of New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson reliability estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91)/posttest (.96)
Level 2 -- pretest (.94)/posttest (.95)
Level 3 -- pretest (.91)/posttest (.91).

TABLE 6

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY* Mean	MASTERY* S.D.	Mean Mastery Per Month
				FALL				
1	68	6.6	6.8	12.8	6.6	6.2	4.6	2.0
2	61	10.9	6.3	16.3	4.9	5.4	4.0	1.7
3	28	8.1	3.8	11.4	2.9	3.3	3.1	1.0
TOTAL	157	8.5	6.4	13.9	5.8	5.4	4.3	1.7
				SPRING				
1	53	8.3	5.1	12.8	6.0	4.5	3.3	1.7
2	40	11.1	5.6	15.1	6.1	4.0	3.1	1.5
3	41	6.9	4.1	10.0	3.0	3.1	2.7	1.2
TOTAL	134	8.7	5.3	12.6	5.6	3.9	3.1	1.5

*Posttest minus pretest.

- The program objective of achieving one CREST objective per month of instruction was achieved both semesters at all test levels.

NATIVE LANGUAGE OBJECTIVE

-- As a result of program participation, students will show statistically significant gains in Spanish reading achievement.

The program's N.L.A. curriculum included three one-year levels of Spanish grammar, writing, and reading, plus a core of Spanish enrichment courses (culture and literature) for advanced students. All were taught in both fall and spring (see Appendix C).

Student Achievement in Native Language Arts

The assessment instrument used to measure gains in reading and writing in Spanish was La Prueba de Lectura*, Level 3, Forms A and B, administered in October and May. Because the publishers recommend local norms and programs test out-of-level, analysis was based on raw score gains rather than on standard score gains. The results are presented in Table 7. Complete data on both tests were available for 100 program students (47 percent of the total number of students who attended the program both semesters).

Statistical significance of the mean gain was determined through the correlated t-test model to demonstrate whether the mean gain is larger than would be expected by chance variation alone.

*The Interamerican Series, La Prueba de Lectura is part of the Interamerican Series of Tests published by the Guidance Testing Associates. The purpose of this series is to measure reading achievement in Spanish for Spanish-speaking students from the western hemisphere. The norms for the test were based on a sample of students from Puerto Rico. However, as these norms may not be appropriate for students studying in other countries, the publishers recommend that local norms be developed for the test. As of this date, local norms are not available. The test has alternate form reliability coefficients ranging from .87 to .90, and validity studies indicate that the test has correlations greater than .80 with other standardized tests of reading, and correlations of about .50 with teacher grades, thus indicating construct validity.

Examination of Table 7 reveals that the program objective was not met. On the average, students' scores decreased significantly on La Prueba de Lectura from pretest to posttest. Seventy-seven percent of the students made losses, with 24 students scoring 15 to 51 points lower on the posttest than on the pretest. It is difficult to explain this decrease in test scores since an examination of students' performance in native language arts courses (see Table 8) revealed passing rates above 80 percent both semesters. When questioned, the project director stated that students were posttested under unfavorable conditions -- in the auditorium, without desks. In addition, the examination was given one week after the regular testing period and perhaps students were not motivated to demonstrate their ability.

TABLE 7

Results of La Prueba de Lectura, Level 3

Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	GAIN Mean	GAIN S.D.
100	56.3	17.9	49.8	15.4	-6.5*	15.3

*Statistically significant at the .01 level.

- Students' scores decreased from pretest to posttest.

CONTENT-AREA OBJECTIVE

-- At least 70 percent of the students will score at or above the 65 percent passing criterion in subject or language areas each semester/year.

Bilingual instruction was offered to all program students in mathematics, science, and social studies. All courses fulfilled the graduation requirements of the New York City Board of Education. Although English was used mainly to translate nomenclature, it was used more extensively when the level of the class permitted. Curricula and class content paralleled equivalent mainstream courses. Board of Education curricula were used in all courses, and textbooks were in Spanish.

Four teachers were assigned to subject areas -- two full-time teachers, one of science and one of social studies, and two part-time teachers of math. All were certified in their respective areas.

Appendix D lists the courses in the subject areas for the fall and spring semesters, respectively.

English Use In Bilingual Content Courses

The A.P. of foreign languages was committed to the use of English in the bilingual content-area classes. Although its success depends on the philosophical agreement of each teacher, he has strongly recommended the policy of either using important English words in all content courses, or of making the "Do Now" section and/or a summary in the middle or at the end of each class in English. The "Do Now" policy has been in existence at Stevenson since 1970. It reviews the previous day's work quickly, gets students started on new work, organizes students into a structure, and creates an environment for English language use. Ideally, more English is used in content-area courses as students' English-language skills increase.

It appears from the observation of five randomly selected classes at Stevenson that bilingual instructors for the most part are abiding by this philosophy. One of the students mentioned that teachers in advanced bilingual courses should speak more English to give students more practice. Stevenson had an excellent role model for other teachers in this regard -- the ninth-grade math teacher. Despite the fact that his class was composed entirely of recent immigrants, this teacher taught the "Do Now" section, reviewed the day's lesson plan, and did vocabulary drill in English. He had been teaching at Stevenson for one and a half years and was convinced that daily use of English was essential for producing truly bilingual students. He had entered Stevenson in 1977 as a student in the bilingual program and was graduated from there. He credits the A.P. of foreign languages with instituting what he considers from personal experience as a student and as a bilingual teacher, to be the best method of helping students learn English.

Student Achievement in Content-Area and Native Language Arts Courses

Table 8 presents the number of students enrolled in and the percentage passing mathematics, science, social studies, and language arts courses each semester and for the academic year.

Data show that the program objective of a 70 percent passing rate was met both semesters with overall passing rates of 76 percent in the fall and 73 percent in the spring. Students in native language arts courses met the objective criterion both semesters. Students in social studies courses achieved it only in the fall, and students in science courses did so only in the spring. Students enrolled in math courses did not achieve the objective either semester.

TABLE 8

Passing Rates for Content-Area and Native Language Arts Courses

	FALL		SPRING		TOTAL
Content Area	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Math	111	57.7	107	58.9	58.3
Science	120	64.2	108	91.7	77.2
Social Studies	183	82.5	189	61.9	72.0
Native Language Arts	153	89.5	155	84.5	87.0
TOTAL		75.7		73.3	74.5

- Overall, students met the objective criterion of a passing rate of 70 percent or better in subject and language courses.
- The program objective was achieved both semesters in native language arts, in the fall in social studies, and in the spring in science.
- Students in math courses did not meet the program objective either semester.

CAREER OBJECTIVES

-- As a result of program participation, the percentage of students passing bilingual industrial arts classes will equal statistically the percentage of students passing regular industrial arts classes.

-- As a result of program participation, the percentage of students passing bilingual business education classes will equal statistically the percentage of students passing regular business education classes.

The major aims of BECA's career component are to enable LEP students to participate in industrial arts and business education courses that had heretofore excluded them, and to provide career-awareness seminars conducted by the bilingual guidance counselor.

The vocational courses had high enrollments, especially the one in graphic arts, which was given in conjunction with the Spanish-language creative writing course. The two classes collaborated on a magazine -- Youth Creation/Creation Juvenil -- that was published in the spring. The creative writing students contributed their own stories, poetry, reviews, and interviews; these contributions emphasized specialized language use in English and Spanish. Designing the graphics for and printing the magazine were the responsibility of the graphic arts class. This collaborative project played a significant role in stimulating the development of English- and Spanish-writing and graphic arts and printing skills. (See Appendix E for a sample of the magazine.)

Carpentry and auto mechanics are two other popular vocational courses. Because the teachers of these courses do not speak Spanish, the paraprofessional attended each class and translated when necessary. There was difficulty in programming these courses for beginners in E.S.L. because they were obliged to take three classes per day, in addition to their regular academic and required courses; this left only one period per day

for vocational classes. The auto mechanics class was the most severely affected by this problem. Whereas mainstream classes had a double period and enough supplies (e.g. motors) for each student to work on independently, the bilingual class had neither sufficient time nor supplies (mainstream classes tended to use them up) to make rapid progress. The teacher and paraprofessional both felt that auto mechanics required a double period and greater access to engines and other equipment. A Spanish-language text was also badly needed, and the curriculum resource teacher had begun to search overseas for one to use in the future. Because the other vocational courses relied less on a written text and did not require a double period, they appear not to have experienced the difficulties of the bilingual auto mechanics class.

In an effort to expand BECA's career-oriented offerings, the project director instituted voluntary after-school bilingual computer courses. Two classes in basic programming and word processing were offered to any student (mainstream or bilingual) wishing to participate. At the beginning of the year, registration in both classes was high (28 each). In the spring, though, enrollments were down; the director believed that offering them for credit might prevent this attrition. She began this course to enhance the computer experience of bilingual students while offering them an opportunity to work with mainstream students. She strongly believed that the large number of computer rooms at Stevenson warranted greater computer use in the E.S.L. classes, especially since the students were enthusiastic about using them.

This year two courses in computer literacy that had not previously been available were opened to bilingual students. A member of the

evaluation team observed one bilingual computer class. Despite overcrowding (19 computers for 30 students) and poor room arrangement (i.e., no aisles for the teacher and paraprofessional to use for individual instruction), the level of student enthusiasm and participation were high.

Student Achievement in Business and Industrial Arts Courses

Table 9 presents the passing rates for program and mainstream students in industrial arts and business education courses each semester. The statistical significance of the difference between program and mainstream passing rates was determined through a z-test for the significance of the difference between two proportions*. This procedure tests whether the difference in the rates for two independent groups is greater than can be expected by chance variation.

Examination of Table 9 reveals that the program objectives were achieved. In business courses, program students achieved significantly higher passing rates than mainstream students both semesters; their passing rates in industrial arts courses were not significantly different from those of mainstream students.

*Bruning, J.L. and Kintz, B.L.: Computational Handbook of Statistics; Scott, Foresman and Company, 1968.

TABLE 9

Passing Rates for Program and Mainstream Students in Bilingual Business and Industrial Arts Classes

	BILINGUAL PROGRAM		MAINSTREAM CLASSES		
	Number of Students	Percent Passing	Number of Students	Percent Passing	z-test Value
		FALL			
Business	31	93.5	1,016	73.8	2.48*
Ind. Arts	21	80.9	205	65.4	1.44
		SPRING			
Business	86	83.7	1,144	69.5	2.78*
Ind. Arts	21	57.1	187	64.2	-.64

*Statistically significant at the .05 level.

Note: Business courses include typing in the fall semester and typing and computer literacy in the spring. Industrial arts courses include auto mechanics and wood shop.

- Program students met the objective of achieving passing rates in career-oriented courses that were statistically equal to those of mainstream students.
- Program students in business classes achieved significantly higher passing rates than mainstream students both semesters.

NON-INSTRUCTIONAL OBJECTIVES

Programming

-- All program students will meet with the project director and guidance counselor in order to plan their school program.

BECA met its programming objective. In consultation with each student, the bilingual guidance counselor designed an individualized program based on an analysis of the student's records and the teachers' recommendations.

Partial mainstreaming was begun whenever a student demonstrated the capacity to succeed in mainstream classrooms. At first, students were programmed for only one mainstream course, which was determined by the student's program and the courses available. Depending on her/his performance in the initial mainstream course, additional ones were added one at a time. Students were fully mainstreamed when they reached the twenty-first percentile on the LAB and were reported as experiencing no language difficulties in mainstream courses.

It must be mentioned that the emphasis on using English in content-area courses and the services that the bilingual counselor and the project staff provided were valued by the students whom the evaluation team interviewed. A number of students mentioned that they had been apprehensive about mainstreaming and that the bilingual guidance services had been extremely helpful in their decision to mainstream.

Supportive Services

-- Fifty percent of program students will participate in group counseling sessions.

-- All program students will meet with the guidance counselor for career and psychological counseling.

Counseling and advisement were the tasks of the licensed bilingual guidance counselor. Counseling was done in both group and individual sessions. The group sessions had three main goals: to orient new students to the school milieu; to develop a positive sense of self-worth among students; and to promote an awareness of job options. Orientation was provided to students new to the program in the first and second group sessions of the fall term. Students were given an orientation to the school and information about the requirements for graduation. Self-awareness was developed through using the activities of the "Yo Puedo" (I Can) kit. This bilingual kit was designed to help students develop a more positive self-image; to create an environment in which students feel free to talk about their personal problems; and to develop students' techniques of listening and self-expression. It included activities to develop skills in leadership, organization, self-advocacy, and planning for the future.

Emphasis was also placed on increasing students' motivation, self-esteem, and pride in their cultural heritage. They were taken on trips that enabled them to experience a variety of Hispanic cultural events and institutions (e.g., plays and museums). Students were encouraged to bring along a mainstream friend on these field trips.

Career awareness was developed through the "Job-O" kit, which provides information on a range of job areas in which a student might have interest and aptitude. The information was used in conjunction with the Metro-Guide System, which provided a group of 20 questions. Answers were fed into the school computer, which was hooked up to a national system that provided a printout listing current information about jobs, aptitudes required, market demands, salaries, locations, etc.

Individual counseling included crisis intervention, problem solving, programming, discussion of academic and vocational goals, resolution of school delinquency problems, discussion of in-school and out-of-school personal difficulties, and referrals to school and outside agencies. The counselor contacted parents by phone and through the mail.

Also involved in the counseling process were the program director, other program staff members, and the school's employment counselor. In cooperation, all involved achieved the program's counseling objective.

Extracurricular Activities

-- Fifty percent of the program students will visit business offices and industrial plants.

Although the number of visits to business offices and industrial plants was below that planned, program students did participate in most of the school's regular extracurricular activities. Many took part in the after-school computer club. Also, in 1985-86 the Upward Bound Program at Fordham University was opened to bilingual tenth graders with a 75-80 percent grade average and leadership potential. Students in this program attend Fordham University three afternoons per week from 4-6 p.m., and on Saturdays from 9-1 p.m. They are tutored, receive career counseling, and attend cultural events. During the summer they spend six weeks on-campus at Fordham University. Twenty-four students were identified and recommended for the program, but only seven chose to participate. This was largely because of the enormous commitment of time required by the program, particularly the six-week summer on-campus living requirement. Many parents felt that their daughters, in particular, would not be adequately supervised or were too young to live away from their families. The need to

work part-time and/or during the summer may have forced other students not to participate in the program. Unfortunately, Upward Bound was not flexible enough to take account of the cultural and economic factors that made it difficult for students to make the time commitment required by the program. Nevertheless, the large number of students recommended from Stevenson's bilingual tenth grade (almost one quarter of the class) was a point of pride for staff and students alike.

The A.P. of foreign languages pointed out that in a large school like Stevenson, the "esprit de corps" that had been developed by the bilingual staff (particularly by the guidance counselor and the new director), together with the varied program of after-school club activities had a strong holding power for bilingual students. The curriculum resource teacher suggested that of 30 students in his fall term advanced Spanish class, 20 percent wanted to go on to college. He also estimated that 60 percent of his students would have dropped out without the bilingual program.

Affective Domain

-- As a result of program participation, the attendance rate of program students will be significantly higher than that of mainstream students.

-- As a result of program participation, the percentage of program students who are suspended will be significantly lower than the percentage of non-program students who are suspended.

-- Program students will have a significantly lower dropout rate than similar non-program students.

Attendance and Suspension. Statistical significance of the difference between program and school rates was determined through the application of

a z-test for the significance of a proportion.* This procedure tests whether the difference between one proportion (the program's attendance or suspension rate) and a standard proportion (the school's attendance or suspension rate) is greater than what can be expected by chance variation.

Examination of Table 10 reveals that only the attendance objective was achieved. The program attendance rate of 85.5 percent was significantly higher statistically than that of the school as a whole (74.8 percent). However, the difference between the program and the school suspension rates was not statistically significant. Thus, program students had higher attendance rates than mainstream students, whereas their suspension rates were essentially the same.

Dropout. As reported by the project director, 54 students left the program during the school year: 18 transferred to another school; 11 left the United States; 10 students dropped out of the program; four were mainstreamed; two graduated; and 10 left for unknown reasons.

The school's dropout rate for the 1984-85 academic year was used as a standard to assess the objective. Statistical significance of the difference between program and school dropout rates was determined through the application of a z-test for the significance of a proportion. The program dropout rate was four percent, and the school's dropout rate was 9.8 percent. The z-test (-3.8) indicated that the program's dropout rate was significantly lower. Thus, the program objective was achieved.

*Bruning, J.L. and Kintz, B.L.: Computational Handbook of Statistics; Scott, Foresman and Company, 1968.

TABLE 10

Difference Between Program and School
Attendance and Suspension Rates

	Number of Program Students	Rate for Program Students	Schoolwide Rate	z-test
Attendance	231[a]	85.5	74.8	3.75**
Suspension	250	3.5	5.5	-1.39

[a] Data for 19 students were missing.

**Statistically significant at the .01 level.

- Program attendance was significantly higher than the schoolwide rate, meeting the program objective.
- Program suspensions were not significantly different from those of mainstream students, and thus the objective in this area was not achieved.

Curriculum Development

-- Curriculum will be developed in E.S.L., mathematics, career education, and English-language skills.

The bilingual resource instructor spent the majority of his time on translations. These included content-area vocabularies, industrial arts notes, exams, classroom organization forms, curricula, information for parents, permissions for trips, class tests, and the like. He also spent time assembling and preparing LAB and CREST materials and helping with student evaluation forms. He explained that he would have liked to spend more time working with teachers to develop workshops on curriculum development and course enrichment.

The project director suggested that a school aide might help with some of the paperwork that was being done by the resource instructor and the paraprofessional. A school aide could help in developing better records on bilingual students, such as admissions, discharges, dropouts, follow-up information after students had been mainstreamed, graduation dates, and the like. The principal of this school thought this was an important area for future development and requested some formal guidance on establishing follow-up records from the Title VII evaluators.

It appears that the curriculum development objectives outlined in the proposal submitted in 1982 were too ambitious, particularly because the requested assistant director and school aide positions were never funded. The result was that the project director, guidance counselor, and resource curriculum instructor had to share the paperwork and other responsibilities that originally had been assigned to the other positions. The resource teacher, did however develop a one-year bilingual recordkeeping course. An overview of this curriculum is attached as Appendix F.

Staff Development

-- Program staff will take 20 university credits in bilingual education and in courses which will led to certification in their subject areas.

-- Program staff will attend in-service training workshops.

Staff development was one of the program's principal goals. This component included such on-site activities as departmental meetings and training sessions by the Bilingual Education Multifunctional Support Center (BEMSC) of Hunter College and by representatives of publishers of bilingual materials. The project director stated that the BEMSC services included instructing the staff in team building, goal clarification, and computer

training. The program director personally attended eight conferences, workshops, and outside meetings. Cumulatively, ten teachers and one para-professional attended or are currently attending professionally-related, credit-bearing courses at various universities. Appendix G lists staff development activities.

Parental Involvement

-- Sixty percent of parents who participate in program activities will meet individually with project staff in order to discuss students' adjustment.

Parental involvement is considered to be important for maintaining high attendance. The Parents' Advisory Council met three times in 1985-86, and two class trips included staff, students, and parents. However, parental involvement appears to be a weak component of the program. (It must be noted, however, that this is a system-wide difficulty; it is by no means unique to Stevenson.) A bilingual family worker would raise the overall level of communication and provide special assistance during crises.

VI. CONCLUSIONS AND RECOMMENDATIONS

The program appears to have achieved its primary academic and career awareness goals and is effectively integrated with the school's activities. The project director has established a cooperative, team-like approach to the bilingual department's responsibilities, which the staff and students appreciated.

Based on observations, interviews, and analysis of student and staff data, it is evident that Project BECA has met most of its instructional and non-instructional objectives for its final year of operation, in some instances offering classes to meet the dual goal of increasing English literacy and career awareness that are more innovative than those originally proposed (e.g., after-school use of computers; combined graphics and creative writing in English and Spanish). Program objectives were achieved in E.S.L., content-areas, native language arts, business, and industrial arts courses. Students also met proposed objectives in the areas of attendance and dropout. Students' failure to perform well on La Prueba de Lectura was due, according to the project director, to the poor testing conditions and students' lack of motivation at end-term.

Taking account of the range of elective courses that were offered, the good attendance rate, the high level of student interest, and the guidance counselor's significant role in developing career awareness, the evaluation team concludes that the career awareness component was a success.

The director has decided to move in a new direction next year, organizing the proposal for Title VII funding around Stevenson High School's status as a designated performing arts school. Students will draw upon their own cultural/artistic heritage, while participating in the school's

special offerings in art, dance, drama, and music with the help of a paraprofessional. New York City has numerous Hispanic dance, drama, and music groups, as well as an art museum in the Bronx that is devoted predominantly to Hispanic visual artists. Bilingual instructors are not as essential for dance, choreography, and music as they are, for example, in auto mechanics, which relies on Spanish translations of classroom lectures and the textbook. Participating in Stevenson's performing arts program, which has received some acclaim for its achievements in music, would enable students to feel more fully integrated with their school's area of specialization. It would also allow them to utilize their ethnic heritage in performing arts classes. But without bilingual support they would be excluded from such participation.

The following recommendations might enhance a new program in this area:

- If resources permit, hiring a family assistant and a school aide is recommended:
  - -- to improve attendance rates directly through greater truancy follow-up, and indirectly through greater parental involvement;
  - -- to alleviate paperwork, thereby enabling the curriculum resource specialist (and the paraprofessional assistant) to devote more time to developing workshops, curricula, and the like; and
  - -- to establish and maintain more detailed records on students in the bilingual program and after they are mainstreamed.
- With implementation of the new Regents Action Plan, Stevenson's bilingual program may have to revise its course of study so that three- and five-year sequences can be offered, especially in Regents math. This would involve the continued on-site training of the present math teacher or recruitment of a licensed one.
- The curriculum resource teacher should determine whether a Spanish language auto mechanics textbook exists, and if so, should acquire an examination copy.

- The director believed that, given the large number of computers at Stevenson, more should be used in the E.S.L. classes. The computer instructor would like to have a more equitable ratio of students to computers and would like the classroom to be organized in a more efficient manner for teaching. These recommendations appear warranted in view of the enthusiasm and tenacity with which bilingual students have approached computer literacy classes.

BECA appears to be working hard at infusing English into the bilingual content areas while at the same time improving native language arts and content-area material. This bilingual program clearly does not wish its students to linger on the margins, but instead wants them to enter the mainstream by gaining real bilingual competency.

VII. APPENDICES

APPENDIX A

	Title/Function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
1.	Supervisor -	.2 .4	B.A., M.A., Ctf. A. & S	y	25	ESL 5 / 25 FL
2.	Project Director	1.0	B.A., M.A.	y	14	14 Bil Math
3.	Bilingual (SPAN) Guidance Counselor	1.0	B.A. - Spanish M.S. - Guidance	y	12	ESL (Para) 6 Span. (Teacher) 4 Bil. Guidance 2
4.	Resource Teacher/Curriculum NLA	.6 .4	B.A. - Spanish M.A. - Spanish	y	4	Span. (Teacher) 4
5.	Secretary	1.0	30 CRS	y	4	Bil 4
6.	ESL	1.0	B.A. - French M.A. - TESOL	y	10	ESL 9/Bil 2/FL 1
7.	ESL	1.0	M.S. - Education M.A. - Bil Ed.	y	15	Spec. Ed. 5/ESL 9/FL 1
8.	ESL	1.0	B.A. - ESL	y TPD	6	ESL 2/Adult Ed. GED 4
9.	ESL (Reading) NLA (Spanish)	.8 .2	B.A. - Spanish M.A. - Spanish	N	9	ESL 6/FL 9
10.	ESL (Reading) NLA (Spanish)	.4 .6	B. - Spanish	y	3	Spanish 3 /ESL 1
11.	ESL (Reading) NLA (Spanish)	.2 .8	B.A. - Spanish M.A.	y	20	ESL 9/FL 20
12.	NLA (Spanish)	1.0	B.A. - Spanish-Ph.D.-Humanities M.A. - Spanish (Cuba)	y	23	Bil 1/FL 23
13.	NLA (Spanish)	.8	B.A. - Spanish	y	8	Bil 2/ESL2/FL 6
14.	NLA (Spanish)	1.0	B.A. - Education M.S. - Bil. Education	y	25	Bil 17/ESL 25/FL 18
15.	NLA (Spanish)	.6	B.A. - Spanish	y	2	Bil 2. / FL 2
16.	Bil. Gen. Scie., Life Scie., Hygiene .4/.4/.2 Bil. (Span.) Bio. & Gen. Scie.		B.A. - Science M.S. - Science	y TPD	P.R.13 U.S. 4	Bil 17
17.	Bil. (Span.) Math	1.0	B.A. - Spanish	N TPD	2	Bil 2
18.	Bil. (Span.) Social Studies	.4	B.S. - Political Science M.B.A.	y	10	Bil SS 10
19.	Bil. (Span.) Social Studies	1.0	B.A. - Spanish	y TPD	3	Bil 3
20.	Bil. (Span.) Typing	.2	B.A. - Education M.A. - ESL	y	20	Bil 5/ESL 3

Staff Characteristics: Professional and Paraprofessional Staffs

	Title/Function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
21.	Bil (SPAN(Graphic Arts)	.2	B.S.	y	4	Bil 3
22.	Bil (SPAN) Jewelry	.2	B.S.	y	19	Bil 1
23.	Bil (SPAN) Clothing	.2	Master-Home Economics	y	18	Bil 1
24.	Bil (SPAN) Auto Maintenance	.2	B.S.	y	16	Bil 4
25.	ESL PARA	1.0	12 CRS	n/a	2	Bil 2/ESL 2
26.	ESL (SPAN) PARA	1.0	12 CRS	n/a	12	Bil 8/ESL 4
27.	ESL PARA	1.0	126 CRS	n/a	6	ESL 1/1

APPENDIX B

Instruction in English as a Second Language and English Reading (Fall)

Course Title & Level (Do not use school codes)	No. of Classes	No. Taught Out of License	No. of Classes with Para.	Total Register	Title VII Register	Periods Per Day	Course Description	Curric.*	Texts/Materials in Use
ESL 1 - Beginners	2	0	2	51		2	Oral-aural techniques	N.Y.S.	
ESL 2 - Beginners	1	0	1	33		2	" " "	N.Y.S.	
ESL 3 - Intermediate	2	0	2	46		2	" " "	N.Y.S.	
ESL 4 - Intermediate	2	0	2	31		1	" " "	N.Y.S.	
ESL 5 - Advanced	1	0	1	20		1	Oral-aural techniques - concentration in reading & writing	N.Y.S.	
ESL 6 - Advanced	1	0	1	13		1	" " " "		
ESL 7 Transitional	2	0	0	46		1	" " " "	N.Y.C.	
Reading 1 Beginners	2	2	0	68		1	Reading & Writing	P	Everyday English
Reading 3 Intermediate	3	2	0	77		1	" "	P	" "
Reading 5 Advanced	2	2	0	43		1	" "	P	" "

*Curriculum codes: C = NYC Curriculum T = Textbook Curriculum O = Other Curriculum
S = NYS Curriculum P = Program-developed Curriculum

Instruction in English as a Second Language and English Reading (Spring)

Course Title & Level (Do not use school codes)	No. of Classes	No. Taught Out of License	No. of Classes with Para.	Total Register	Title VII Register	Periods Per Day	Course Description	Curric.*	Texts/Materials in Use
ESL 1 Beginners	2		2	26		2	Oral-aural techniques	C	Standard text
ESL 2 Beginners	3		3	45		2	" "	C	" "
ESL 3 Intermediate	1		1	22		2	" "	C	" "
ESL 4 Intermediate	1		1	26		1	" "	C	" "
ESL 5 Advanced	1		1	30		1	Oral-aural techniques, Concentration in reading & writing	"	" "
ESL 6 Advanced	1		0	22		1	Reading and writing	P	" "
ESL 8 Transitional	2		0	44		1	" "	P	" "
ESL Reading 2 Beginners	3		2	77		1	" "	P	" "
ESL Reading 4 Intermediate	3		0	62		1	" "	P	" "
ESL Reading 6 Advanced	1		0	25		1	" "	P	" "

*Curriculum codes: C = NYC Curriculum T = Textbook Curriculum O = Other Curriculum
S = NYS Curriculum P = Program-developed Curriculum

APPENDIX C

Instruction in the Native Language(s) (Fall)

Course Title & Level (Do not use school codes)	No. of Classes	No. Taught Out of License	No. of Classes with Para.	Total Register	Title VII Register	Periods Per Day	Course Description	Curric.*	Texts/Materials in Use
Spanish 1 - Level I	4	0	0	108		1	Grammar, reading and writing for native speakers	N.Y.C.	Standard texts
Spanish 2 - Level I	1	0	0	32		1	" "	N.Y.C.	"
Spanish 3 - Level II	4	0	0	129		1	" "	N.Y.C.	
Spanish 4 - Level II	1	0	0	54		1	" "	N.Y.C.	"
Spanish 5 - Level III	5	0	0	162		1	" "	N.Y.C.	"
Spanish 6 - Level III	1	0	0	27		1	" "	N.Y.C.	"
Caribbean Studies	1	0	0	23		1	Literature & geography of Caribbean	P	"
Spanish Literature I	1	0	0	12		1	Literature of Spain	P	"
Puerto Rican History & Culture	1	0	0	17		1	History & Culture of P.R.	P	"
Creative Writing	1	0	0	31		1	Writing Journalism	P	"

Instruction in the Native Language(s) (Spring)

Course Title & Level (Do not use school codes)	No. of Classes	No. Taught Out of License	No. of Classes with Para.	Total Register	Title VII Register	Periods Per Day	Course Description	Curric.*	Texts/Materials in Use
Spanish 2 Level I	3		0	100		1	Grammar reading and writing for native speaker	C	Standard text
Spanish 4 Level II	4		0	130		1	" "	C	" "
Spanish 5 Level III	3		0	75		1	" "	"	"
Spanish 6 Level III	5		0	177		1	" "	"	" "
Caribbean Studies	1		0	29		1	Literature & geography of Carib.	P	" "
Puerto Rican Studies	1		0	34		1	History & Culture of P.Rico	P	" "
Creative Writing	1		0	33		1	Writing, Journalism	P	" "

*Curriculum codes: C = NYC Curriculum T = Textbook Curriculum O = Other Curriculum
S = NYS Curriculum P = Program-developed Curriculum

APPENDIX D

Bilingual Instruction in Subject Areas (Fall Semester)

Course Title & Level (Do not use school codes)	No. of Classes	No. Taught Out of License	No. of Classes with Para.	Total Register	Title VII Register	Percent of Eng. Used	Course Description	Curric.*	Texts/Materials in Use
Life Science - term I	2	0	0	√8		0	Related to study of animals & plant and the environment.	N.Y.C.	App. text in Spanish Visual aids
Hygiene	1	0	0	23		0	Topics related to health aci i.e-fam. plan., alcohol/drug abuse	N.Y.C.	" "
Introduction Phy. Science	2	0	0	45		0	General Science	N.Y.C.	" "
Global History - Term 1	1	0	0	42		0	World History	N.Y.C.	" "
Global History - Term 3	2	0	0	√6		0	World History	N.Y.C.	" "
American Studies 1	1	0	0	25		0	American History	N.Y.C.	" "
American Studies 2	1	0	0	17		0	American History	N.Y.C.	" "
Bilingual Economics	2	0	0	√3		0	Economics	N.Y.C.	" "
Fundamental Bil. Math 1	1	1	1	35		0	Introduction to Math	"	" "
Fundamental Bil. Math 2	1	1	0	19		0	" "	N.Y.C.	" "
Fundamental Bil. Math 3	1	1	1	27		0	" "	N.Y.C.	" "
Bil. Math Skills	1	1	1	24		0	Individualized Skill Program	P	

*Curriculum codes: C = NYC Curriculum T = Textbook Curriculum O = Other Curriculum
S = NYS Curriculum P = Program-developed Curriculum

Bilingual Instruction in Subject Areas (Spring Semester)

Course Title & Level (Do not use school codes)	No. of Classes	No. Taught Out of License	No. of Classes with Para.	Total Register	Title VII Register	Percent of Eng. Used	Course Description	Curric.*	Texts/Materials in Use
Life Science	2		0	53		10	Study of animals & plants and the environment	C	Appropriate text in Spanish
Hygiene	2		0	31		10	Topics related to Health Sci. i.e. fam.plan., subs. abuse	"	" "
Intro. to Physical Science	1		0	39		10	General Science	"	" "
Global History Term 2	2		0	63		10	World History	"	" "
Global History Term 3	1		0	24		10	" "	"	
American Studies 1	2		0	59		10	American History	"	" "
American Studies 2	1		0	36		10	" "	"	" "
Civics	1		0	34		10	Study of Government	"	" "
Fundamental Math I	2		1	38		10	Non-regents Mathematics	"	" "
Fundamental Math II	1		0	24		10	" "	"	" "
Fundamental Math III	1		0	16		10	" "	"	" "
Math Skills	1		1	22		10	Individualized Math lab	"	" "
Sequential Term I	1		0	25		10	Ninth Year Regents Math	S	" "

*Curriculum codes: C = NYC Curriculum T = Textbook Curriculum O = Other Curriculum
S = NYS Curriculum P = Program-developed Curriculum

Creación Juvenil

Adlai E. Stevenson High School

Myrna F. Wohlberg

Principal

Creación Juvenil

Youthful Creation

This book was written and produced by the students in classes TGRF and FSW2, under the guidance of Mrs. Raquel Hernández and Mr. Steven Gilbert. Mr. Irving Pfeffer, Assistant Principal, Foreign Language Department and Mr. Steven Gilbert, Assistant Principal, Industrial Arts Department gave their support for this special program. Mr. Steven Prince, Graphic Arts teacher, assisted us in our production.

Este libro ha sido escrito y producido por los estudiantes de las clases FSW2 y TGRS bajo la guía de la señora Raquel F. Hernández y del señor Steven Gilbert.

El señor Irving Pfeffer, asistente de la directora y jefe del departamento de lenguas extranjeras y el departamento de artes industriales, bajo la dirección del señor Gilbert, ofrecieron todas las facilidades para este programa especial. El señor Steven Prince, profesor de artes gráficas, dio su asistencia a nuestra producción.

En Memoria A

A. Riccardi

Hemos perdido un maestro y aún más: a un gran colaborador de nuestra juventud. Desde su posición como coordinador del Programa Bilingüe en nuestra escuela, el Sr. Alfred Riccardi vivió durante estos últimos años consagrado al Progama Bilingue en todos y cada uno de sus aspectos.

Eran incontables las arduras y laboriosas horas que dedicaba él a estos menesteres.

Lo recordamos en su oficina del Salón 150, inmerso en su trabajo, que interrumpía a veces para aconsejar a un estudiante o recibir a algún padre. Lo recordamos con su voz de tonos bajos, casi íntimos, con su actitud caballerosa. Nunca lo oímos levantar la voz ni llamar la atención a sus estudiantes de un modo que no fuera lo que se espera de un verdadero maestro: respeto y deseos de ayudar al educando; enseñar dando el ejemplo de su corrección.

Hemos perdido su presencia. Pero el espíritu de su entusiasmo por ofrecer mejores programas a los jóvenes llegados de otras tierras, ese espíritu - repetimos - siempre estará aquí en Stevenson H.S., y nos inspirará para superarnos y ser mejores.

Paz a su cuerpo.
Loa a su memoria.

We have lost a teacher and even more: a wonderful spokesman for our young people. As the Bilingual Program Coordinator at our school, Mr. Alfred Riccardi lived these past few years, completely devoted to the Bilingual Program. The long and arduous hours which he devoted to his tasks were untold.

We still remember him in his office, room 150, immersed in his work, which he interrupted from time to time to give advice to a student or to talk to a parent. We remember his voice, always in soft, almost intimate tones and his gentlemanly attitude. We never heard him raise his voice nor shout at students in any way which would detract from a real teacher; respect and desire to help any student; teaching by example than by any other way.

We have lost his presence, but his spirit of enthusiasm for offering better programs to our foreign born young people - that spirit- we repeat- will always be here at Stevenson High School and will inspire us to continue to excel and to improve ourselves.

May he rest in peace
We honor his memory

Ella Sola Esperando

Ella sola esperando
un guerrero que no llegó;
él a la batalla fue valiente,
pero ella no esperó.

El guerrero al terminar
la gran batalla fue
con voz iluminada
quizás con ansias de volver.

Cuando ella lo esperaba,
una flor-semilla que mató,
suplico llorosa que le cantara,
que le cantara una canción.

El guerrero caminante
a su patria no volvio
se quedo en tierras lejanas
en busca de una nueva canción.

Vuelve, suplico ella
pero él no la escucho.
Su corazon estaba herido,
su orgullo lo destrozo.
La semilla, ya arrasada,
en su alma se quedo.

Escrito por:
Millie Nieves

Mi Madre ..

Una Persona Feliz

Yo no creo que todo el mundo es feliz porque hay muchos problemas que nos separan de la felicidad; pero si hay una persona que yo considero que es feliz y que ha triunfado en la vida, esa persona es mi madre.

Mi madre, como cualquier otra madre es muy buena y generosa. Ella siempre está a mi lado cuando la necesito. Siempre trata de hacer todo lo posible para que yo sea feliz. Ella siempre dice que hacer favores a las personas y trabajar por su familia, la hace feliz. Ella nunca está tranquila, siempre está haciendo algo. Ella está enferma de la sangre. La enfermedad se llama Flebitis y la sangre se hace coágulos. Esto afecta la circulación sanguínea de la persona; pero con la enfermedad y todo, ella todavía trabaja como una persona normal.

Como les he dicho, mi madre es una persona muy feliz. Siempre está a la orden para ayudar a cualquier persona que necesite su ayuda. Es buena y nunca le da la espalda a nadie. Yo la quiero mucho y quiero que siempre sea tan feliz como lo es ahora.

Escrito por: Niurka Mayanín Ramírez

Viazando por España e Italia

Nos encontramos mi amigo y yo en España. Hace apenas unos días que llegamos y aún recordamos la horrible tormenta eléctrica que nos sorprendió a medio camino sobre el Atlántico Norte.

Hoy, durante el día, visitamos muchas tiendas y unos antiguos bodegones. Probamos vinos añejos deliciosos y una variedad de panes, quesos y salami traídos de diferentes regiones españolas. Me parece que voy a dedicarme a importarlos en cuanto llegue a casa.

Mañana salimos para Venecia, la ciudad de los canales y los enamorados. Ya estamos ansiosos de conocer a las venecianas, dicen que son muy bonitas. Les pediremos sus direcciones y teléfonos.

Escrito por:
Heriberto Quintana

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Mís Vacaciones

El verano pasado mis amigas y yo nos fuimos de vacaciones a Madrid, España. Durante estas vacaciones, tuvimos la oportunidad de conocer diferentes lugares. También pudimos disfrutar de los lugares de turismo.

Llegamos al amanecer al Aeropuerto Internacional de Barajas, del cual fuimos transladadas a nuestro hotel. Nos quedamos encantadas con el hotel, pues era un lugar con un buen ambiente turístico. Unas horas después del almuerzo, gozamos la tarde con un guía de orientación por Madrid. Pudimos ver su gran arquictectura y sus románticos paseos de árboles. Visitamos El Palacio Real, los jardines y la Plaza Mayor. Uno de los lugares que tuvimos la gran alegría de ver fue la Avenida José Antonio, donde se encuentran tiendas de compras muy a la moda. El último lugar que visitamos fue la Puerta del Sol. Nos quedamos muy contentas de pasear por la ciudad de Madrid y muy ansiosas por conocer más sobre esa hermosa ciudad-capital.

Al día siguiente tuvimos la oportunidad de visitar el Museo del Prado, uno de los mejores museos del mundo. Allí pudimos admirar obras de Velázquez, El Greco y Goya. Más tarde fuimos a una jornada por El Escorial, el espectacular palacio de Felipe II, donde casi todos los Reyes de España se encuentran sepultados. Después fuimos al Valle de los Caídos, donde se puede observar un increíble monumento en memoria de los que lucharon en la Guerra Civil de España. Este monumento se encuentra esculpido en una piedra solida. Disfrutamos la tarde en una corrida de toros en la plaza más famosa.

Estas vacaciones fueron muy divertidas y fue una gran experiencia conocer Madrid.

Norma Bonet

APPENDIX F

ADLAI E. STEVENSON HIGH SCHOOL
~~MYRNA F. WOHLBERG~~, PRINCIPAL

DEPT. OF F.L./ESL/BIL. SUBJECTS
I. PFEFFER, ASST. PRINCIPAL

BILINGUAL RECORD KEEPING
(One-Year Course)

COURSE OVERVIEW

This is a full year course in Bilingual Record Keeping with emphasis on the acquisition of essential business terms and basic math skills, such as: addition, division, subtraction, decimals and fractions. Students will learn office and business skills, such as filing documents, working with cashiers, and preparing bank deposits and tally sheet, computing sales taxes, preparing various statements of account, using different journals and ledgers, preparing invoices and payments, handling time cards, and using the payroll book.

The primary purpose of this course is to teach students commercial skills used in the business world.

MEASUREMENT, ASSESSMENT AND GRADING LEARNER ACHIEVEMENT

Learner achievement will be measured by teacher made tests, unit examinations and a final exam. Homework assignments, student interest, student reports, will also be evaluated in order to assess a student's progress. All grades will be placed in a roll book, on Delaney cards and on scan sheets.

Student contracts will be used as a grading criteria for the course.

VARIED MATERIALS FOR INSTRUCTION

The texts to be used will be:

. Practical Record Keeping - Text
. Practical Record Keeping - Workbook
. Dictionary of Accounting and Bank Terminology

Additional teacher made materials will also be used to reinforce the different units.

REQUIRED AND OPTIONAL ACTIVITIES

1. Students will learn business vocabulary through translations, oral and written drills.

2. Each assignment dealing with vocabulary will require students to use both English and Spanish.

3. Career opportunities and awareness will be discussed related to the needs of the students themselves.

4. Both books must be covered and a pencil must be brought to class every day.

APPENDIX G

Staff Development Activities in School

Strategy	Description(s), Goals, or Titles	Staff Attending No.	Staff Attending Title(s)	Speaker or Presenter	Frequency or Number of Sessions
Dept. Meetings					
Workshops (list)	Technical Assistance	1	Director	Bilingual Education & Multifunctional Support Ctr.-Dr. D. Narvaez & Sonia Gulardo	3X
Other: demonstration lessons, lectures, etc.	CREST/LAB, Prueba		Staff & Administration involved		6X

Staff Development Activities Outside School

Strategy		Description(s), Goals, or Titles	Sponsor/Location	Speaker or Presenter	Frequency/ Number of Sessions	Staff Attending	
						No.	Title(s)
Workshops held outside school (list)	1.	Fall Planning Conference	Div. of High School-Board of Education/NYC	Eli Plotkin	1	1	Director
	2.	BESIS Training	Office of Bilingual Education NYC	Rosemary Del Valle	1	2	"
	3.	Title VII meeting	S.E.D./NYC	Gloria Casar/P. Byron	1	1	"
	4.	Evaluation Meeting	O.E.A./NYC	Armando Cotayo	1	1	"
Conferences and symposia (list)	1.	New York State Bil. Conference	N.Y. SABE Albany, New York				
Other	1.	Comprehensive Planning	BEMSC/Teacherb College		1	1	Director
	2.	Evaluation as Management Tool	BEMSC/Teacher's College		1	1	Director
	3.	Dev. of Leadership & Leadership Style	BEMSC/Teacher's College		1	1	Director

University Courses Attended by Staff (Professional and Paraprofessional) (Fall)

List Staff Titles	Institution	Courses	Grade P/F/ Inc	Total No. of Credits Taken	Applicability of Coursework to Program		
					Hardly	Somewhat	Very
Curriculum Developer	City College of N.Y.	Internship in Administration & Supervision	P	3			X
" "	" "	Curriculum Development II	P	3			X
Science Teacher	City College of N.Y.	Fundamentals of Drug Education	P	3			X
" "	" "	Introduction to Computers in Educ.	P	3		X	
Social Studies Teacher	City College of N.Y.	Ancient World	Inc.	3			X
Native Language Arts Teacher	Queens College	Problem of Spanish Language	P	3			X
ESL Teacher	Hunter	Linguist Theory & Research in Seq. Language Acquisition	P	3			X
" "	Hunter	Bil. Education Principles and Practice	P	3			X

University Courses Attended by Staff (Professional and Paraprofessional) (Spring)

List Staff Titles	Institution	Courses	Grade P/F/ Inc	Total No. of Credits Taken	Applicability of Coursework to Program		
					Hardly	Somewhat	Very
Curriculum Developer	City College	Social & Cultural Heritage of Hispanic Caribbean		3			X
Social Studies Teacher	Hunter College	Spanish American Fiction I		3			X
Native Language Arts	Queens College	Major Issues		3		X	
ESL Teacher	Hunter College	Intro. to General Linguistics		3			X
ESL Teacher	Hunter College	Spanish American Fiction I		3		X	
Para	Lehman College	Introductory Gerontology		3	X		
Para	Lehman College	Youth in Modern Society		3			X